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ABSTRACT

This booklet is designed to assist the teacher center director in the development of an effective and efficient staff team and subsequently an effective teacher center. It outlines successful management techniques and relates them to the specific needs of a teacher center staff. Guidelines are presented for: collaborative inservice activities based on the needs of teachers, efficient budgeting systems, practical methods for recording and compiling relevant data, and strategies for building an effective staff team. Practical hints for managing time and planning teacher center training programs are included. Examples are given of inventory forms and activity logs. Appendices detail the design and operation of an efficient delivery system and the establishment of a consultant bank. (CJ)

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The HOW TO SERIES

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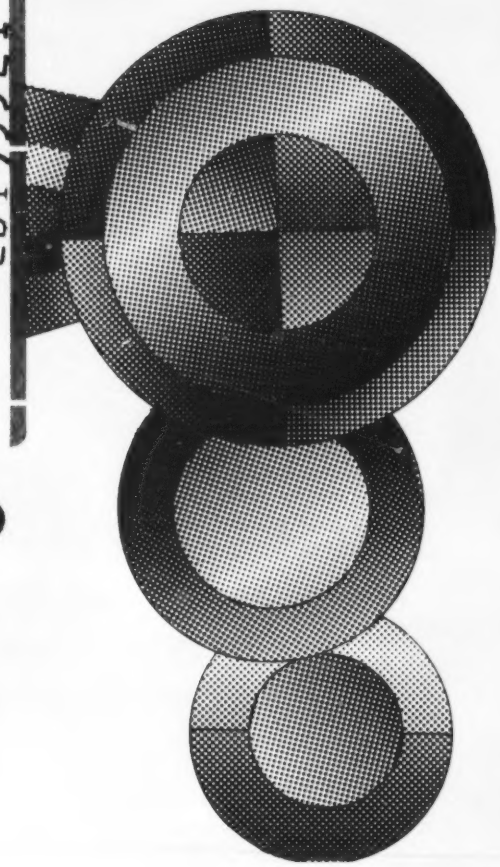

Develop Management Techniques

AFT Teacher Center Resource Exchange
11 Dupont Circle NW
Washington, D.C. 20036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP 017 120

HOW TO DEVELOP TEACHER CENTER MANAGEMENT TECHNIQUES

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THIS SERIES

WAS MADE POSSIBLE BY ....

- *the support given by Eugenia Kemble, Assistant to the President and Marilyn Rauth, Director of the AFT Educational Issues Department*
- *the productive dialogue between the AFT Teacher Center Advisory Group and the State Network Representatives and the AFT Teacher Center Resource Exchange*
- *the continued exchange of ideas and resources among teacher center staff and policy board members during the past year*
- *the skill of Soila Posas who spent long and tedious hours preparing the manuscript for print and Ron Hunt who created a work of art from lines and letters*
- *the creative genius of the writing team members whose talents and understanding made this publication a reality within a short span of time.*

OTHER MODULES IN THE SERIES INCLUDE:

HOW TO ORGANIZE A TEACHER CENTER NEEDS ASSESSMENT
HOW TO CONDUCT A TEACHER CENTER TALENT SEARCH
HOW TO CHALLENGE THE BIONIC TEACHER
and GENERATE SIX MILLION NEW IDEAS

HOW TO OPEN YOUR TEACHER CENTER DOORS

PUBLICATION: Winter '79

HOW TO PLAN YOUR TEACHER CENTER PROGRAM
TEACHER CENTERS AND TEACHER CERTIFICATION
HOW TO MOTIVATE TEACHER WRITERS

SINGLE COPIES OF THIS PUBLICATION ARE AVAILABLE UPON REQUEST, AS LONG AS THE SUPPLY LASTS.

Pat Weiler, Director
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July 2, 1979

CONTENTS

INTRODUCTION.....A1

MANAGEMENT PLAN.....A2-A5

EXPENDITURE LEDGER (EXHIBIT A).....A6

MANAGEMENT PLAN (con't).....A7

INVENTORY FORM (EXHIBIT B & C).....A8-A9

MANAGEMENT PLAN (con't).....A10

ACTIVITY LOG (EXHIBIT D).....A11

APPENDIX A

- DELIVERY SYSTEM DESIGN.....A13-A14
- REQUEST FORM.....A15
- REQUEST CONFIRMATION FORM.....A16
- CONSULTANT SERVICE CONFIRMATION FORM.....A17
- SIGN-IN SHEET.....A18
- PARTICIPANT QUESTIONNAIRE.....A19-A21
- FOLLOW-UP LETTER.....A22
- REQUEST FOR FOLLOW-UP DEMONSTRATION.....A23
- REQUEST FOR FOLLOW-UP VISIT.....A24

APPENDIX B

- HOW TO SET UP A CONSULTANT BANK.....A25
- CONSULTANT APPLICATION FORM LETTER.....A26
- CONSULTANT APPLICATION FORM.....A27

CREDITS.....A28

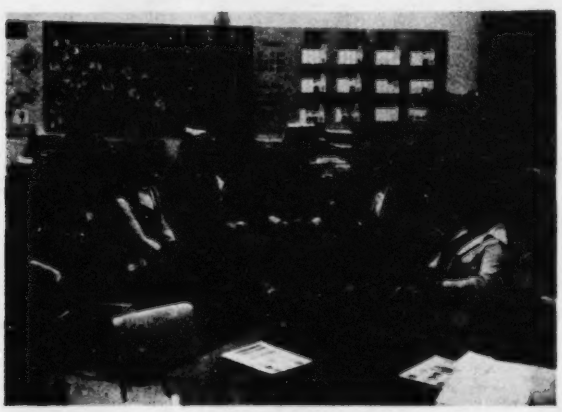
MANAGEMENT OF THE NEWLY FUNDED TEACHER CENTER

This module develops the basic concepts that must provide the foundation for an effective and efficient teacher center. Teacher leaders have examined management techniques as they relate to the day-to-day operation of a teacher center program. Guidelines are presented for planning collaborative inservice activities based on the needs of district teachers, efficient budgeting systems, practical methods for recording and compiling relevant data, and strategies for building an effective staff team.

Harried teacher center directors will appreciate the dozens of practical hints for managing time and planning teacher center training programs.

OBJECTIVES: To: outline successful management techniques and relate them to the specific needs of a teacher center staff

To: assist the teacher center director in the development of an effective and efficient staff team



MANAGEMENT OF THE NEWLY FUNDED TEACHER CENTER

The orchestration and management of a teacher center must be reflective of its goals and objectives. The operational procedures of any organization and teacher centers in particular must be addressed and clarified as closely as possible at the onset of the program. The specific needs of its constituency will dictate, in part, the scope of the center's operation. Planning, implementation, evaluation, and revision must be the by-words of all center operations.

A "chain of command" with clearly spelled out roles and responsibilities is essential. Delegation of authority with the possibility for real growth is critical to the development of an effective and efficient management plan.

GETTING THE MANAGEMENT PLAN TOGETHER

Based on the experience of many staff development personnel, there are some basic areas essential to a good management system:

I. Staffing

A. Center staff must be perceived as outstanding teachers who were selected fairly. Therefore, announcements of vacancies must be widely disseminated so that all interested applicants may have opportunity to apply. In addition to being master teachers with recognized professional competence, center staff members must

have people-to-people skills.

B. Clearly stated job descriptions must show relationships to the goals and purpose of the center as well as define tasks and responsibilities.

II. Team Building

A. It is important for center staff to be trained to operate as a team with a sense of "we-ness" and a high trust level. Training must be on-going to strengthen skills: in working with people in the helper/helpee mode, in interpersonal influencing techniques, and to keep abreast of current educational ideas.

1. Training in management of time is critical. It is essential that center staff be aware of the limits of budget, personnel, and professional competence. They must develop the know-how of when and where to make referrals to other agencies as well as when and how to enter into collaborative efforts.

2. Training may be needed in how to criticize, help, and evaluate in a constructive and positive manner.

B. It is important for the policy board or governing board to be trained.

1. Policy board members must be keenly aware of center goals, objectives, and operating procedures.

2. Members must be sure of the important difference between policy-making and administration and/or operating the center.

3. Staff must be honest and keep no secrets so that the trust-level between the policy board and the staff will be enhanced.

C. The center director must internalize that the center staff work for the center and not the director.

1. All staff, professional and clerical, must be treated with equity and humaneness. Everyone needs praise and "stroking".

2. Staff members should be afforded the opportunity to develop leadership capabilities, to try, to fail, and to grow.

3. The delegation of authority and responsibility within realistic limits and time-lines is reasonable when working with capable, growing adult professionals.

D. Regular and structured staff meetings are an essential component of the team building effort. This is the time to share and to cooperatively plan, develop, evaluate, and revise center goals, plans, and procedures.

E. If inter-institutional partnerships are to flourish, cognizance must be taken of the following key elements:

1. Dialogue among key contact persons with decision-making authority is essential to the efficient delivery of services.

2. The concept of parity among partners must be accepted with each member respecting the competence, talents, resources, and concerns of the others.

3. A recognition of strengths, weaknesses, and shareable resources is critical to the establishment of plans for efficient delivery of services.

4. Appreciation of the restraints facing partners -- legal requirements, institutional policies, contractual agreements, "turf", and/or fiscal policies -- must be understood and accomodated.

5. Recognition of external pressures upon each partner by school board mandates, court orders, community calls for cost

effectiveness, various legislative demands, and contractural agreements will aid in the planning of programs.

6. Mechanisms for developing, facilitating, and implementing collaboration in the delivery of cooperative services must be clearly defined. Time spent in a mutually agreed upon plan is well spent.

7. The purpose for the partnership must be kept foremost.

III. Development of a Record Keeping System: Budget, Equipment, and Evaluative Data

A. Budget System

1. Establish an overall financial management system with stated policies regarding how to "work through the system". The budget management system should include information and forms as required to facilitate the following kinds of budgetary practices: allowable expenditures, approval of expenditures, regular fiscal reporting, necessary budgetary time lines, sign off procedures, travel policies, consultant fees, payroll procedures, etc.

2. Develop and keep your own internal audit trail.

a. Print-outs and reports from fiscal agents are often two or more months "behind" current transactions.

b. Establish a recordkeeping system with built in monitoring capacity to ensure adherence to state/federal and/or local fiscal policies. After major categories of expenditures have been defined, entries and updating must be done on a daily basis in order for center personnel to have current information.
(See Exhibit A, Expenditure Recording Form, p. A-6)

c. Distribution of materials and fiscal or human resources must be reflective of center goals and objectives.

B. Equipment Inventory

1. Develop procedures for purchasing equipment in collaboration with fiscal agent.

2. Tag and/or label all equipment purchased.

EXHIBIT A

EXPENDITURE LEDGER

DIMENSION	DESCRIPTION	CODE
1 FUND	PURCHASED SERVICES	
2 FUNCTION	TELEPHONE CHARGES	
3 OBJECT		715

DIMENSION	DESCRIPTION	CODE
4 PROGRAM	CENTER ADMINISTRATION	
5 STATE CODE FY	1978-79	
6 FACILITY	ACCOUNT # 302-0190	
7 OTHER		

BUDGETED AMOUNT A 2750.00

DATE	MEMO	INCREASE	BALANCE
473	B 1300.00		C 4050.00

	DATE 19 79	VENDOR OR DESCRIPTION	PURCHASE ORDER OR DOCUMENT NUMBER	TRANSACTIONS: AMOUNT ENCUMBERED DEBIT	TRANSACTIONS: AMOUNT LIQUIDATED CREDIT	TRANSACTIONS: AMOUNT EXPENDED DEBIT	YEAR TO DATE: TOTAL EXPENDITURE DEBIT	YEAR TO DATE: OUTSTANDING ENCUMBRANCE DEBIT	YEAR TO DATE: AVAILABLE BALANCE CREDIT
							2200 00		550 00
1	2/15	D JANUARY CHARGES/577-1756	973201			320 00	2520 00		230 00
2	3/05	E CHANGE OF SERVICE ORDERED ①	576021	75 00				75 00	155 00
3	3/05	FEBRUARY CHARGES/577-1756	973206			145 00	2665 00		10 00
4	4/03	B INCREASE TO BUDGET $1300.00	N/D						1310 00
5	4/06	F ADDITIONAL SERVICE/577-1759 ①	576021		75 00	75 00	2740 00	- 0 -	1235 00
6									
7									
8									
9									
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25									

A ORIGINAL AMOUNT BUDGETED FOR TELEPHONE SERVICES FOR CENTER ADMINISTRATION COMMENT - $2750.00

B INCREASE OF $1300. TO TELEPHONE LINE ITEM

C NEW BUDGETED TELEPHONE LINE ITEM BALANCE $4050.00

D JANUARY TELEPHONE CHARGES AGAINST ACCOUNT # 302-0190 DOCUMENT # 973201

E ENCUMBRANCE TO COVER ADDITIONAL TELEPHONE SERVICES ORDERED 3/05/79

F REMOVAL OF ENCUMBRANCE AND LISTING OF EXPENDITURE FOR ADDITION OF NEW PHONE LINE - 577-1759

① DENOTES CONTINUATION AND COMPLETION OF ENTRY FROM ENCUMBRANCE TO EXPENDITURE

ORDER BY FORM NO. SL SPA201
EXPENDITURE LEDGER - SPEEDBOARD
Dennison Mfg. Co.
Framingham, Michigan 49502

EXPENDITURE LEDGER

PAGE _____

3. Keep current log of where equipment is being housed, etc.

4. Develop "air tight" recording and follow-up procedures if materials are loaned.

5. Develop a preventive maintenance procedure to ensure that some equipment is always operable.
(See Exhibits B and C, Inventory Forms, pp. A-8 and A-9)

C. Evaluative Information

Centers and federal government will want to know "How do you know you are succeeding?" Even though the center may not have yet determined the format for an evaluation report:

1. Develop system for collecting such information as:

   a. Number of individual participants, their classification, (e.g., teacher, paraprofessional, etc.), their school or department

   b. Number of hours for each activity, content, and subject of each

   c. Intended use(s) by participants of information gained

   d. Participants' satisfaction level with each activity, (e.g., rating scale 1 -- 5, with five representing "very satisfied"). (See example Questionnaires, pA-19 thru A-21)

   e. Participants' suggestions for improving the activity

2. Based on the audience for which the evaluation is intended, develop an evaluation plan.

   a. Keep in mind that the evaluation report is a public relation as well as a fact-sharing document.

   b. Decide on exactly what or who is to be evaluated and secure commitment from participants to engage in the evaluation process

   c. Keep in mind that the evaluation report will be read by individuals with varied levels of expertise -- keep it simple!

   d. Provide for on-going review and development of alternative plans.

EXHIBIT B

INVENTORY FORM

(BLANK)

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

INVENTORY FORM

DATE ORDERED	ITEM	VENDOR	NO. PURCHASED	NO. CONSUMED	SERIAL NUMBER	VENDOR ORDER NUMBER	UNIT PRICE	TOTAL PRICE	LOCATION

EXHIBIT C

INVENTORY FORM

(COMPLETED)

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

INVENTORY FORM

DATE ORDERED	ITEM	VENDOR	NO. PURCHASED	NO. CONSUMED	SERIAL NUMBER	VENDOR ORDER NUMBER	UNIT PRICE	TOTAL PRICE	LOCATION
	Stop Watches	La Salle Audio Visual	5	0				200.00	179 Education
	Blond Veneer Trapezoid Tables	Classis Office Sup.	14	0	2287C		49.00	686.00	"
	Black Book Ends	"	36 pr.	0					"
	Library Book Stacks	R.P. Lewis, Co.	9	0	M6247		31.00	1179.00	"
	Orange Stack Chairs	"	40	0	22-S		22.00	880.00	"
	2-Drawer Card Catalog Cabinet	Highsmith Co., Inc.	1	0	60-220			21.95	"
	Double wook charging tray	"	1	0	68-104			11.60	"
	Cassette Tape Recorders	E & I Cooperative Ser.	10	4	2620		125.00	1250.00	155 Education
	Overhead Projector	"	1	0	602 3MS67			175.56	116 Education
	Cassette Tapes	"	100	100	701-AVC-60		.88	88.00	179 Education
	Tape Scotch (Reel)	"	50	0	701-176-1/4		2.58	129.00	"
	Voxcom Professional Kit	Newman Co.	1	0	#37			179.00	155 Education
	Video Playback Unit	General TV Network	1	0	HV3020			773.11	"
	Video Tapes	"	10	0	Xarex 1/2		14.90	149.00	"
	Transparencies	Newman Visual Co.	2	0	608			7.90	179 Education
	Transparency Frames	"	2	0	201			9.99	"
	Dukane Audio-Cassette Unit	"	1	0				325.00	179 Education
	West Bend Coffee Pots	K-Marts	6	0				82.02	"
	Mr. Coffee	Palmer Office Sup.	1	0				44.95	155 Education

A-9

IV. Development of a Delivery System

A. In conjunction with fiscal agent and school districts to be served, develop procedures and forms to facilitate the "nuts and Bolts", day to day operation of the Project.
(See Appendix A, Sample Forms, pp. A-15 thru A-24)

B. Collect all such data into a policy manual or handbook, for easy accessibility.

1. In addition to forms, include policy statements, job descriptions, personnel procedures, etc.
(See Appendix A, Sample Delivery System, p. A-13)

C. Construct flow charts for delivery of services

1. Clarify critical decision points -- who, when, and where

2. Identify potential trouble spots -- develop plans B, C, and D

3. Establish realistic process time lines with specific, built in monitoring.

D. Establish a consultant bank of persons with a variety of professional skill and competence.
(See Appendix B, Suggestions on Establishing a Consultant Bank, p.A-26)

E. Establish procedures for recordkeeping and reporting

1. Data relevant to each specific inservice activity should be coded for easy retrival and filing.
(See Exhibit D, Sample Activity Log, p. A-11)

2. Material costs, vendors' names, order numbers, etc., should be recorded to facilitate reordering of frequently used materials.

3. Maintain a filing system that will facilitate the daily operation of the center.

EXHIBIT D

ACTIVITY LOG

NAME: (COMPONENT)

DATE: (MONTH/YEAR)

ACTIVITY #	TOPIC	LOCATION	DATE	TIME	PARTICIPANTS: SUPERVISORS	ADMINISTRATORS	COUNSELORS	TEACHERS	PARAPROFESSIONALS	OTHER	TOTAL	CONSULTANT NAME	CONFIRMATIONS SENT TO CLIENT AND CONSULTANT	CONSULTANT FEE	MILEAGE	MATERIAL COST	FACILITY	SUBSTITUTES	TOTAL EXPENSES	EVALUATION RANKING	FOLLOW-UP	THANK YOU LETTER SENT
A 77905361	CLASSROOM MANAGEMENT	R. 179 COLLEGE OF EDUCATION	5/14/79	3:30 TO 6:00 P.M.	3	26	7	2			38	MARY FORMER	5/2/79	$50.	$3.	$26.	0	0	$79.	B 5	13	5/16/79

A ACTIVITY #

FIRST DIGIT = CENTER COMPONENT
SECOND and THIRD DIGIT = YEAR, EX. 79
FOURTH and FIFTH DIGIT = MONTH, EX. 05 = MAY
SIXTH and SEVENTH DIGIT = SEQUENCE NUMBER OF THE ACTIVITY WITHIN THE MONTH
EIGHT DIGIT = NUMBER IN THE SERIES

B EVALUATION RANKING

5 = VERY SATISFIED
4 = SATISFIED
3 = UNDECIDED
2 = DISSATIFIED
1 = VERY DISSATISFIED

APPENDIX A

SAMPLE OF A DELIVERY SYSTEM

HOW TO DESIGN A DELIVERY SYSTEM

The designing of an efficient delivery system takes much time and planning. The Detroit Center delivery system is outlined in "The Detroit Center Delivery Process."

Clients may request service via mail or telephone. The Request Form gathers pertinent information regarding the topic, proposed outcomes, participants, date, time, etc. (See Request Forms, p. A-15)

When prospective participants request Center service, the following steps may be followed:

I. Personalized Needs Assessment

In order to clearly establish the kind of service needed, it is important to have verbal communication with the perspective client(s) even though paper-pencil needs assessments, etc., have been used.

Topics/items that should be explored during this assessment of needs include:

What is the status quo relative to this specific topic?
What changes can realistically be expected to come about as a result of this inservice?
What resources are already available within the building, region, school district, etc.?
What specific factor(s) inhibit the proposed change?
What are some facilitating factors? How can we capitalize on them?

II. Collaborative planning with requester(s)

Based on the decisions for the parameter of the inservice arrived at during the assessment of needs, the client and center staff should engage in planning all aspects of the proposed activity.

III. Resource Search

Center staff engages in a search for available resources in order to select the most appropriate resource(s) to meet the specific needs of the requester(s).

IV. Specification and Allocation of Resources

At this point, available resources may well determine the consultant selected, the duration of the activity as well as the site, etc. It is important to check the budget so as not to exceed specific line item allocations.

V. Collaborative Planning with Consultant and Requester(s)

It is very important for the requester(s) and the consultant to carefully map out all aspects of the inservice activity. The resulting plan of action will ensure that the specific needs of the requesters are met. Through this kind of planning, teachers/requesters control the development of activities.

VI. Consultant's Specifications of Resources for Activity

The consultant informs the center staff of materials, supplies, etc., that will be needed for the activity.

VII. Implementation of the Plan

In order to ensure its success, several days prior to the activity the center staff checks with the requester(s) and consultant to ascertain that everything is in readiness.

VIII. Evaluation and Commitment for Follow-Up

It is important to keep evaluative documentation of how clients perceive center services. At the completion of all major inservice activities, clients should be asked to provide center staff with feedback.

If resources permit, it is strongly recommended that center staff provide for some form of follow-up to determine if clients are in fact using what was learned. Follow-up may take several forms: a survey telling how the new information was utilized, a sharing of student/teacher work related to the emphasis of inservice, or observation/visitation by center staff.

FOLLOW-UP SHOULD BE VOLUNTARILY REQUESTED

IX. Follow-Up

Data gained from evaluation and follow-up activities should be used to determine the quality and relevancy of inservice activities and for future planning. The data are also needed for reporting center services.

REQUEST FOR FIELD CONSULTANT SERVICE

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT REQUEST FOR FIELD CONSULTANT SERVICE

MAIL TO: The Detroit Center for Professional Growth and Development
Room 133 College of Education
Wayne State University
Detroit, Michigan 48202

OR PHONE: 577-1756
(When phoning requests to the center, please be prepared to supply the information requested on this form.)

Name of requester _____ Title/Position _____

Address _____ Phone Number _____ Date _____

TOPIC: (describe the content for the area of need)

PROPOSED OBJECTIVES / OUTCOMES

PARTICIPANTS: NO.

Teachers..... _____
Supervisors..... _____
Administrators..... _____
Counselor..... _____
Paraprofessionals..... _____
Other..... _____
Total..... _____

REQUESTED RESOURCES / MATERIALS

Type — Number

FACULTY SUBSTITUTES..... _____
(Describe)
CONSULTANT(S)..... _____
OTHER MATERIAL
(Describe)

PREFERRED LOCATION

Detroit Center for Professional Growth and Development..... _____
Local School..... _____
Other..... _____

CHOICE OF ..... DATE ..... TIME

1st..... _____ _____
2nd..... _____ _____
3rd..... _____ _____

FOR CENTER USE ONLY

1. FORMAT: _____ ESTIMATED COST ACTUAL COST
2. DATE/TIME: _____ MATERIAL _____ _____
3. LOCATION: _____ _____ _____
4. CONSULTANT(S): _____ _____ _____
5. SUBSTITUTE(S) _____ _____ _____
6. PARTICIPANTS: _____ _____ _____

CONFIRMATION OF REQUEST FOR FIELD CONSULTANT SERVICE

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

SUBJECT: Confirmation of Request for Field Consultant Service
FROM: Center Inservice Specialist
TO: ADDRESS:
DATE: PHONE:

It is our pleasure to assist you with the inservice training experience that you requested on _____.

The request will be serviced as described below:

DATE: _____

TIME: _____

TOPIC: _____

_____

OBJECTIVE(S): _____

_____

_____

PARTICIPANTS: _____

PLACE: _____

ADDRESS: _____

PHONE: _____

Center services to be provided:

a. Consultant: _____
b. Substitute Wages: _____
c. Participants' Stipend: _____
d. Faculty Cost: _____
e. Materials: _____

_____

f. Other: _____

CONFIRMATION OF CONSULTANT SERVICE

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education Building
Wayne State University
Detroit, Michigan 48202
(313) 577-1684

SUBJECT: Confirmation of Consultant Service

FROM: Center Inservice Specialist

TO:

Address:

Phone:

Date:

The staff of The Detroit Center for Professional Growth and Development is pleased that you have agreed to be the consultant for the inservice training experience described below:

TOPIC _____

_____

OBJECTIVE(S) _____

_____

_____

CONTACT PERSON _____

PARTICIPANTS _____

PLACE _____

ADDRESS _____

PHONE _____

DATE _____

TIME _____

MATERIALS TO BE PROVIDED BY THE CENTER _____

_____

_____

FEE PAYMENT DUE _____

Thank you for your assistance with the Center's program. We feel certain that the professional growth of the participants will be enhanced by your motivating and informative presentation. Please assist us with the process for fee payment by providing the following information and returing this copy to our office.

SIGNATURE _____ HOME ADDRESS _____

SOCIAL SECURITY NO. _____ CITY, STATE, ZIP _____

Field Consultant Services
155 College of Education
Wayne State University
(313) 577-1756

Mathematics Education Resource Center
116 College of Education
Wayne State University
(313) 577-1754

Reading Resource Center
179 College of Education
Wayne State University
(313) 577-1752

SIGN-IN SHEET

DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

SIGN-IN SHEET

ACTIVITY NUMBER _____

LOCATION _____

DATE _____ SUBJECT _____ CONSULTANT _____ TIME _____

NAME	SOC. SEC. #	SCHOOL/OFFICE	REG.	POSITION	SUBJECT/GR.	DET. OSAS DPP	ADDRESS CITY ZIP

PARTICIPANT QUESTIONNAIRE

(LONG FORM)

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

PARTICIPANT QUESTIONNAIRE

The Center wants to secure information on its success in providing inservice experience to educators in the Detroit area. Your cooperation in completing all of this form is appreciated. Please do not omit any information that is requested. THANK YOU.

PLEASE CHECK THOSE THAT APPLY:

A. POSITION: ___teacher ___administrator ___paraprofessional ___counselor
___other (please specify): _____

B. SUBJECT: __reading/ lang. arts __math/ science __art/ music __health/ phys. ed. __vocational __not applicable __other: _____

C. GRADE LEVEL: __elementary __middle/jr.h.s. __high school __other: _____

D. REGION NUMBER: _____ SCHOOL(S) or OFFICE: _____

E. Please rate your overall and specific evaluations of this activity by circling the appropriate number:

	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied
a. Your overall evaluation of this activity	5	4	3	2	1
b. The activity leader's presentation of the subject	5	4	3	2	1
c. The activity leader's knowledge of the subject	5	4	3	2	1
d. The materials used in this activity	5	4	3	2	1
e. The information, knowledge or concepts you learned	5	4	3	2	1
f. The skills or techniques you gained	5	4	3	2	1
g. The potential for using what you have learned in your work	5	4	3	2	1
h. The potential for sharing what you have learned with colleagues	5	4	3	2	1

F. Check the items below which describe what you will use in your work from skills gained in this Center activity. CHECK as many as apply.

_____use new methods
_____use new materials
_____use new content
_____I cannot use any of what I learned because_____

G. Check the items below which describe how you will use the skills gained through this Center activity. CHECK as many as apply.

_____to motivate learning
_____to improve instruction
_____to improve organization and planning
_____to create a more positive education environment
_____other (please describe)_____

H. Check the item below which describes how you feel about the time spent in this activity:

_____ adequate _____ too little _____ too much

(SEE REVERSE SIDE)

PARTICIPANT QUESTIONNAIRE - (Reverse Side)

I. In the space below, please comment on the strengths of this activity.

J. In the space below, please comment on the weaknesses of this activity.

(THANK YOU FOR YOUR COOPERATION)

EH/lad
12/7/78

PARTICIPANT QUESTIONNAIRE

(SHORT FORM)

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

PARTICIPANT QUESTIONNAIRE

The Center wants to secure information on its success in providing inservice experiences to educators in the Detroit area. Your cooperation in completing all of this form is appreciated. Please do not omit any information that is requested. THANK YOU.

PLEASE CHECK THOSE THAT APPLY:

A. POSITION: ___teacher ___administrator ___paraprofessional ___counselor
___other (please specify): _____

B. SUBJECT: __reading/ lang. arts __math/ science __art/ music __health/ phys. ed. __vocational __not applicable __other: _____

C. GRADE LEVEL: __elementary __middle/jr.h.s. __high school __other: _____

D. REGION NUMBER: _____ SCHOOL(S) or OFFICE: _____

1) Please indicate your overall satisfaction with this activity by checking the appropriate rating:

_____very satisfied _____satisfied _____dissatisfied _____very dissatisfied

2) Will you be able to use any of the information gained from this activity?

_____yes _____no _____too soon to tell

lad/12/7/78

FOLLOW-UP LETTER

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education Building
Wayne State University
Detroit, Michigan 48202
(313) 577-1684

Dear Participant,

An important result of inservice education is the impact that it has on staff and students. To help the Center measure impact, we ask that you extend this inservice activity to a follow-up activity in your school. The follow-up can take a number of forms:

Form 1: In approximately two months, complete a follow-up survey to tell us how, if at all, you used what you learned.

Form 2: Share your work or your students' work related to the emphasis of this inservice activity.

Form 3: Allow Center staff to visit you when you are applying what you have learned.

The follow-up information will be used to assess the quality of the Center's inservice efforts. We need your help. If you agree to a follow-up, please complete the bottom portion of this letter, and give it to the leader of this inservice activity.

Name: _____

School: _____

Title of this inservice activity: _____

Date of this inservice activity: _____

I volunteer for follow-up. Check as many forms as you wish.

Form 1: Survey _____ Form 2: Share _____ Form 3: Visitation _____

Field Consultant Services
155 College of Education
Wayne State University
(313) 577-1756

Mathematics Resource Laboratory
116 College of Education
Wayne State University
(313) 577-1754

Reading Resource Laboratory
179 College of Education
Wayne State University
(313) 577-1752

REQUEST FOR FOLLOW-UP DEMONSTRATION

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education Building
Wayne State University
Detroit, Michigan 48202
(313) 577-1684

REQUEST FOR FOLLOW-UP DEMONSTRATION

Recently you attended an activity (see below) that was sponsored by The Detroit Center for Professional Growth and Development, and you requested a follow-up demonstration by a consultant and/or Center staff.

Activity:

Topic:

Date(s):

Place:

Consultant(s):

The Center would like to schedule that demonstration at your convenience. We are interested in demonstrating techniques, strategies and/or lessons that are directly related to the Center-sponsored activity.

Please indicate when and where you would like the demonstration scheduled.

Name _____

School _____

School Address _____ Phone _____

Room _____

Possible Dates _____

_____

Time(s) _____

_____

Center Staff will contact you to finalize the demonstration scheduling. We thank you for this opportunity to serve you.

Please return this form via Board pick up to:

The Detroit Center for Professional Growth and Development
155 College of Education
Wayne State University
Detroit, MI 48202

April 1977
lw

Field Consultant Services
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REQUEST FOR FOLLOW-UP VISIT

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education Building
Wayne State University
Detroit, Michigan 48202
(313) 577-1684

REQUEST FOR FOLLOW-UP VISIT

Recently you attended an activity (see below) that was sponsored by The Detroit Center for Professional Growth and Development, and you agreed to a follow-up observation by a consultant and/or Center staff.

Activity:

Topic:

Date(s):

Place:

Consultant(s):

The Center would like to schedule that visit at your convenience. We are interested in observing techniques, strategies and/or lessons that are directly related to the Center-sponsored activity.

Please indicate when and where you would like the observation scheduled.

Name _____

School _____

School Address _____ Phone _____

Room _____

Possible Dates _____

_____

Time(s) _____

_____

Center Staff will contact you to finalize the observation scheduling. The Center staff seeks to increase its bank of exemplary classrooms as well as to verify the effectiveness of its training. We thank you for your willingness to take part in that verification.

Please return this form via Board pick up to:

The Detroit Center for Professional Growth and Development
155 College of Education
Wayne State University
Detroit, MI 48202

April 1977
lw

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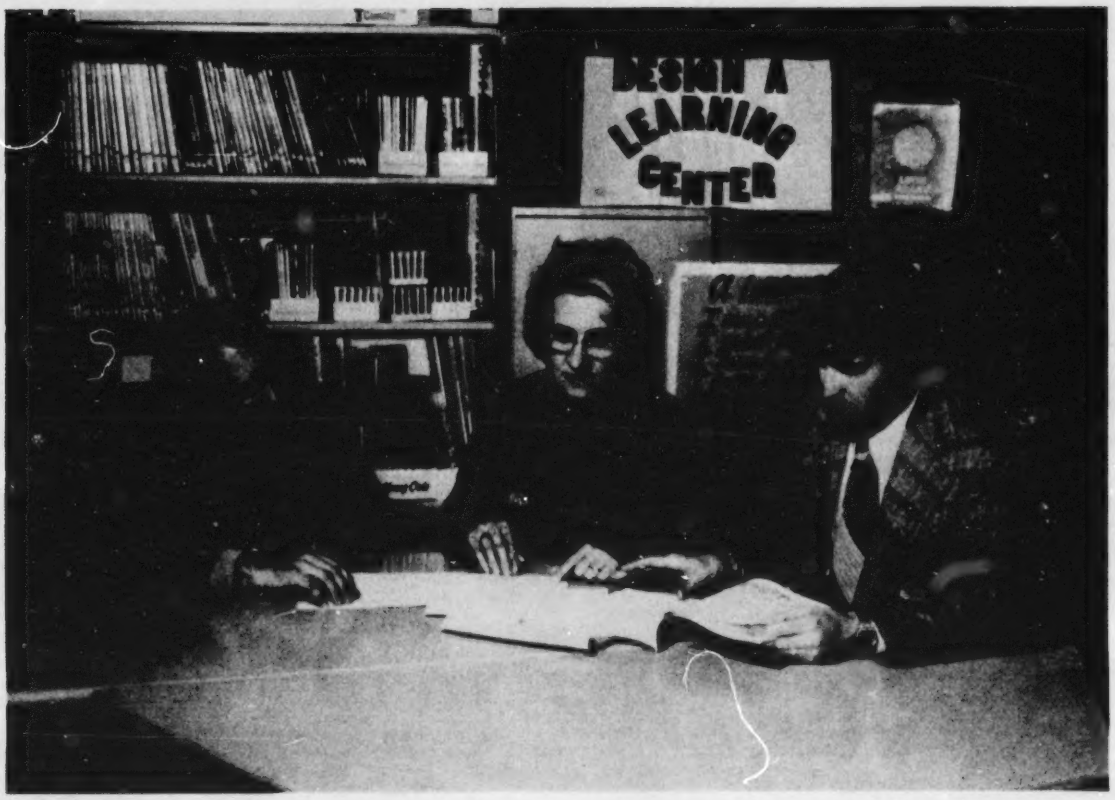
APPENDIX B

HOW TO SET UP A CONSULTANT BANK



HOW TO SET UP A CONSULTANT BANK

In order to respond to the varied requests for center services, it is essential that a roster of consultants be established. Center consultants should be recruited from the many skill areas which contribute to the professional growth and development of educators.

One way to begin establishing the consultant bank is to solicit recommendations from policy board members and the center staff. A letter describing the center's purpose and the areas of needed expertise should be developed. A uniform consultant application form that speaks to areas of expertise, delivery mode, availability, and personal data should be on file for all consultants.

Teachers, administrators, parents, college faculty members, business persons, and community organization members all have areas of expertise and/or knowledge of persons with expertise. A general letter esplaining the center's purpose and requesting recommendations for potential consultants should be widely disseminated.

Local and regional educational organizations should also be invited to make application as consultants and/or to make recommendations of persons to be contacted. (e.g., local chapters of A.S.C.D., I.R.A., N.C.T.M., county and state educational offices, etc.)

A systematic listing of consultants and their areas of expertise should be established. In this age of mini computers, it is possible to computerize consultant data for easy accessibility.

CONSULTANT APPLICATION FORM LETTER

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

469 College of Education Building
Wayne State University
Detroit, Michigan 48202
(313) 577-1684

CONSULTANT APPLICATION FORM LETTER

The state of Michigan has established the Detroit Center for Professional Growth and Development (see brochure) to respond to the inservice requests of educators in the Detroit metropolitan area.

The Center provides inservice experiences to accommodate the needs of public school faculties, groups of teachers/staff members, individuals, or professional organizations.

In order to respond to the extensive requests for service, we are developing a roster of consultants with skills in many areas relative to the professional growth and development of educators. Although the list is not exhaustive, we anticipate particular need for consultants with expertise in the following areas:

- middle school organization and curriculum
- developing reading and mathematic skills
- instructional strategies - classroom management
- individualized instruction (K-12)
- supervision of administrators
- teacher expectation
- special education
- student motivation/self-concept
- testing
- child growth and development

We are aware of your potential to serve as a consultant, and we are pleased to extend this opportunity to you.

If you are interested in being placed on our consultant roster, please complete the attached form and return it along with your vita to:

Field Consultant Services
Detroit Center for Professional Growth and Development
Room 155, College of Education
Wayne State University
Detroit, Michigan 48202

Field Consultant Services
155 College of Education
Wayne State University
(313) 577-1756

Mathematics Resource Laboratory
116 College of Education
Wayne State University
(313) 577-1754

Reading Resource Laboratory
179 College of Education
Wayne State University
(313) 577-1752

CONSULTANT APPLICATION FORM

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT

CONSULTANT APPLICATION FORM

NAME: _____ SOCIAL SECURITY NUMBER: _____

HOME ADDRESS: _____ PHONE ( ) _____

EMPLOYER: _____

EMPLOYER'S ADDRESS: _____ PHONE ( ) _____

OCCUPATION: _____

Check the level(s) of experience you have had as an educator:

___Pre-School ___3-5 ___6-8 ___9-12 ___Community College ___College

Check the level(s) of experience you prefer as a consultant:

___Pre-School ___3-5 ___6-8 ___9-12 ___Community College ___College

List some areas in which you can consult. Be specific and complete because the areas that you list (like ways of Motivating Low Achievers K-6; Instructional Strategies) will determine how you are indexed in our Consultant Roster.

Check as many as apply to your delivery style(s):

___Demonstrator
___Lecturer
___Make/Take
___Group Interaction Activities (Simulations, role-playing, etc.)
___Audio/Visual Accompaniment
___Hand-Outs
___Small Group
___Large Group
___One-on-One

Other Descriptions:
_____
_____

List the times when you are available for consulting:

Months _____

Days _____

Hours _____

List three professional references who have knowledge of your experiences as a consultant:

	NAME	ADDRESS	OCCUPATION	TELEPHONE
1.				
2.				
3.				

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CREDITS

We wish to extend our gratitude to staff and governance board of the Detroit Center for Professional Growth and Development for the development of all the components of a teacher center delivery system.

The Detroit Center for
Professional Growth
and Development
Room 155 College of Education
Wayne State University
Detroit, Michigan 48202

MODULE: HOW TO DEVELOP TEACHER CENTER MANAGEMENT TECHNIQUES DATE: _____

Your suggestions will be greatly appreciated.

You are one of the few teacher center leaders who will receive a copy of this edition of the Teacher Center How To Series. As a part of the AFT Teacher Center Resource Exchange project activities, a second printing of this module will be made available during the school year 1979-80.

Please complete the following form. Return it as soon as possible to:

Pat Weiler
AFT Teacher Center Resource Exchange
11 Dupont Circle
Washington, DC 20036

LIST THE USES YOU FOUND FOR THIS MODULE:

HOW DID YOU LEARN ABOUT THE SERIES?

LIST MOST IMPORTANT SECTIONS FOR YOUR USE: (include pages)

SUGGESTIONS FOR CHANGE FOR CYCLE 2 (REPRINT): Attach materials you suggest.

LIST TOPICS YOU WOULD LIKE SURVEYED IN NEXT SERIES:

SUGGESTIONS FOR FUTURE AUTHORS OR CONSULTATNTS: (use other side if necessary)

On other side: Please include your name, address, phone number and your teacher center involvement (position)

AFT Teacher Center Mailing list.
___Yes ____No